

OBSERVATION 1 TRANSCRIPT

(Livetranscribed by Cathy, anonymized by Mel)

Tuesday, January 22, 2013

Professor: We need a version of a circle. This is called fishbowl exercise. We'll put two people in middle: Interviewer and interviewee. You need to have some version of a note pad you can take notes if you are interviewer.

Professor: Who is the first interviewee? There's no pressure on the interviewee. They can say anything. No mistakes. We'll model this first. I'll be the interviewer. Here is the tape recorder. Okay. This is a version of a circle. [Class laughing.]

[role playing]

Professor: Thank you so much for agreeing to talk to me about the connections between work and life and grad school. As we talked on the phone I would like to record this. I will interview 10 other people over the next years. I hope I get published in something.

Student: Where?

Professor: A journal. We'll see. We'll start it now. I will ask you if it's okay to record again. Is it okay?

Student: Yes

Professor: Do you have questions?

Student: Are you looking only at women's experiences?

Professor: No. Men do feminist things too.

Student: Yeah.

Professor: I thought it might be more interesting to have mixed gender sample. Does that make sense?

Student: Yes

Professor: Alright. I sent you the questions ahead of time.

[Teacher reading Question 1]

Student: I don't think it's possible to have a life separate of doctoral studies. I think the whole notion, school is my life. There are parts less associated with school. I have to remind myself of that. Otherwise, you feel like you have no life. I think when I thought about school and life as being opposing, the things that take me away from my life or school make me feel bad. So I try to focus on the positive. I love school and reading.

Professor: What are the mechanics?

Student: That's the harder part. I think it's trying to combine things when I can, like when I do the dishes. We don't have a dishwasher. That's when I get to watch television that normally I would not feel is a good use of my time. So injecting pleasure where I can. I also keep detailed calendar. It's a guide. Some days it's a looser guide than others.

Professor: So what is a typical day?

Student: I feel like there are cycles. There are days on campus and days off. I like being on campus. I like teaching my class. Last

semester was challenging. Off campus days; guess things are structured more organically. I eat when hungry. I write when I feel like working on my writing.

Professor: What word did you use? "Organic"?

Student: Yes. When I come to campus, I have to think about how to dress and where I'm going. All these practical things that end up taking 20 minutes of my time when it's just as simple as going to class.

Professor: What would you be doing if not this?

Student: Working at a museum, although probably in education. Maybe a program assistant or coordinator.

Professor: [to the class] I'm going to skip to the end now. "Anything you want to add or tell me?"

Student: Um, I guess I'm curious as to why you want to start this study.

Professor: Well, like so much research I lived this tension myself. I had my own autobiography at work here that leads me to ask these questions. I am also interested in policy. OSU is always trying to come up with policies to balance school/life better.

Alright. We are going to end this now.

First question: how did it feel to be on the receiving end?

Student: I can be a talker. But I understand this is different.

Professor: You got rushed.

Student: Yeah. I ask a lot of follow-up questions, in conversation or when interviewing. You didn't ask a lot of follow-up questions. I guess I felt like I had more control maybe as the interviewee possibly. You weren't identifying what was interesting. I guess for me it worked because I can talk and talk and talk. But I'm curious if you would have asked more follow-up questions if this had been real.

Professor: I'm not great at barrage. I will give a self-criticism. It was unusual and rushed. It was a little hammer-y in terms of questions. I didn't let you have much narrative. I was too invested in my questions. So let the narrative unfold, I would say.

Now let's open it up to the rest of the class. Do you have anything to add in terms of my performance as interviewer?

Student: You acknowledged that you heard what she said and you didn't judge.

Professor: I didn't judge one way or the other.

Student: But you acknowledged.

Professor: I did a lot of "Uh-huh's" and head nodding and you could see my face. A lot of body language.

Student: You took your path at trying to set her at ease. You spelled out what you were doing.

Professor: Okay. Two more comments?

Student: I don't think you did a lot of paraphrasing. That's something I tell my student teachers to do but maybe for interviewing it's not a

good thing.

Professor: Maybe it's just something I drop. Usually I come in at the end and say it looks like the two big things we talked about were "you love school" and that "you are giving yourself over to it instead of fighting it and trying to have separate life." Love school while you are in it and do school while you are there. Is that right? I don't want to put words in your mouth.

Student: I think so.

Student: Do you do that before or after you ask your last question?

Professor: Before. I would do that before "Is there anything you want to add?"

Student: On your list do you put 1, 2, 3, 4.

Professor: The questions should be numbered. It's easier to take notes.

Student: If you are piloting or pre-piloting is it okay to say "how did that feel?"

Professor: Oh. Yeah. Yes, it is. "How did that feel?" - especially if you are piloting your questions.

Student: Even if you are not, how okay is it to keep after people?

Professor: I think you know when you are getting irritated. Partly it depends on your audience, if they get irritated quickly. You want the feedback. It's good. That can help people feel more involved and engaged -- as long as you are sensitive to the irritating part.

Now, Mel has a kind of an assignment for us.

Mel: [Comments/explanation.]

Professor: Clearly we need an interviewee.

Student: I'll do it.

Professor: You sit there. Now who will be the interviewer?

Student: I will.

Professor: Okay. [STUDENT INTERVIEWEE].

Professor: [STUDENT INTERVIEWEE] is the interviewer. I would suggest just jumping in. Pretend that you have said all the prep stuff already.

Student: So you are talking to me about the balance between life and doctoral work. What have you given up?

Student: I have given things up. I don't go swimming as much, things like that - my typical self-care. I have also given up connections with some of my family due to the alienating nature of it. I'm a first generation student. They don't understand. As far as they can tell, all I do is read a lot and write.

Student: Have you had explicit discussions about that?

Student: Yes. In some portions it has gone better. In their view, people do work that you can see produced in the world. My family doesn't see producing ideas in the same way. There's just alienation

that goes along with that.

Student: The things you have given up, I'm interested in knowing more about the family aspect.

Student: I haven't given up all my family relationships. But I have created new versions of that. I knew it was happening when I came here. It was not a surprise. It was a conscious choice. But, the benefits outweigh the negative.

Student: What kinds of things have you refused to give up?

Student: Emotional self-care. I have definitely refused to give up a little bit of ridiculous things like *Parks and Recreation*. I watch that every week. There's some line drawing and what helps feed me and what I have to have.

Student: Do you draw lines consciously or subconsciously?

Student: Both. I say I value swimming three times/week. But I have not done it since I have been here. I'm more successful about what I won't give you.

Professor: Now wrap up.

Student: Thank you so much.

Student: Yeah

Student: It looks like some of what we talked about were some family things, personal things, that kind of thing and some of the themes running through those - does that sound right?

Student: Yea

Student: Do you have questions you want to ask me?

Professor: [STUDENT INTERVIEWEE], do a self-criticism.

Student: I don't know which it is but I turned this into semi-structured interview.

Professor: It is. Why do you say *you* turned it into that?

Student: I went off script.

Professor: And you don't know if it's a strength or weakness.

Student: It depends on the purpose.

Professor: I think you are right. Instead of a lifeless list of questions, you had a conversation.

Student: My notes I was feeling self-conscious about my note taking. Just finding a balance. I think it's they are sketchy.

Student: As the interviewee, you could have written a lot more. When you wrote what I said, it feels like something I said mattered.

Professor: That's what I wanted you to hear! We think it interrupts rapport, but it builds rapport. It becomes a dance: eye contact and notes. Who did I interview? How did you feel?

Student: I thought how spare your notes were.

Professor: My notes?

Student: Yeah.

Professor: There. [showing] As opposed to word for word. You didn't think I put my energy or time into them?

Student: I thought she must have really good memory

Professor: I have sketchy notes but not as much. The note taking is a big part of it. Pay attention. It makes you feel important and listened to. Alright. Other feedback?

Student: If I had clearer picture -- as you are talking, things rise to the top. I don't know if I'm supposed to write everything down.

Professor: But other feedback for [STUDENT INTERVIEWEE]?

Student: I think you are wonderful. There was something I wanted to say. I like how she said "I'm interested in hearing more about that." That was good way to open the floor.

Professor: That made you feel good [AUDIENCE STUDENT], right?

Student: Yes. That was a form of reflection that she was listening to me.

Student: It could be from the talk about your family. You know, I think validation.

Professor: You never know where sensitivity will come forward. You might think something is innocent but it ends up being sensitive

Student: I thought the paraphrase at the end was a little weak. [Class

laughing.]

Professor: At least she did it though. Again you can see the importance of taking decent enough notes to manage that. You want to have sense of key themes: Theme 1. Theme 2. At the end, you can do this mini-memory check. You did one well but we didn't have time to do the other. I thought what you did was you made those questions organic. They felt like they came from you. Others?

Student: Sort of, in general, key themes: is it better or worse that [STUDENT INTERVIEWEE] came into with good grasp of the literature on doctoral and socialization and the line you want to pursue to better see what comes from field?

Professor: I would say both in an odd way. You always, you can't read too soon. You can't have a feel for literature of your topic too soon. But you also have to be open, don't forget, be open to logic in the field. Other feedback? That was very interesting. I think. I was jealous. Your transcriptions are already done.

Mel: I was curious. Did you ignore it?

Student: Multi-tasking to take notes. I have paid more attention while others were talking.

Student: I was watching part of it but not while I was talking.

Student: I was having a hard time. I can read instead of listening but then it's a few seconds behind, so I got behind. It does take a while to get used to it.

Professor: I'm curious as to what you meant "the transcripts are not done".

Transcriber: I am not supposed to be involved or contribute to the class.

Professor & Students: But we are interested. It's okay.

Transcriber: I clean it up. For an 2.5 hour class, it might take 1.5 hours to edit the notes, clean up punctuation, check spelling, fill in any holes I left, etc. I thought the reading on transcription as interpretation was interesting. For example, I am an atheist. When I hear the word "god" spoken, do I capitalize it or not?

Student: And if you don't talk to them about *their* religious views, how do you know whether *they* would.

Student: Thanks for being part of class.

Professor: We won't tell anyone. Thank you, ladies. I need an interviewee who can do no wrong.

Mel: I will be the interviewer.

Professor: Okay. Pretend you have done the prelim work. Jump in.

Student: Okay.

Student: I have already explained about this?

Student: [Teacher reading 1]

Student: I have a life and doctoral studies are part of it. It is intertwined with the rest of my life.

Student: You describe this is life and this is doctoral studies. How do you do that?

Student: What do you mean?

Student: You were talking about having a life and doctoral studies is a large part of that. How does that work?

Student: I am not sure. I think it's just I know I have other things going on that are not school. But school is such a big part of my life it's intertwined. I don't have a 9-5. I don't just go home. I try to maintain things not necessarily school - hobbies or hanging out with friends that don't know anything about my field and don't care about self-advocacy that people care about here. I come from a background where what I'm doing most are not into that.

Student: You don't have a 9-5. What is typical day?

Student: That's hard to answer because there are no typical days. I schedule things semester-ly. It doesn't always work out that way but it gives me some idea. I schedule meetings like 10am and then I work on project and then because of [?] 4-7 is that. Then lingering homework is done at 7.

Student: So you have it broken up in different parts

Student: Usually I have afternoon meetings.

Professor: Wrap it up

Student: I have to summarize this. Do you have anything else you would like to add?

Student: No not really. I would add sometimes it's hard to answer what is typical or normal. If you would have asked me these questions last winter they would have been different answers.

Professor: Alright. Thank you very much. Mel, critique.

Mel: Bleh!

Professor: It's an odd environment.

Student: [Comments.]

Professor: It was easier for you to ignore that.

Mel: [comments]

Student: Then I was trying to remember not to look this way.

Professor: I do that all the time. I turn my back on her and talk to her. Alright, [STUDENT AUDIENCE MEMBER]?

Student: It was different. One part weird I had seen two other people to it so I was like don't say the same answers!

Professor: The fakiness of the answers.

Student: In real life, I would have been more spontaneous. Then, also, trying to remember to look at you so you could tell what I was saying. Normally I look around.

Professor: Now one would expect you would have briefed people when communicating with them that you would be using this technology.

Mel: Yeah. This just adds [comments.]

Professor: Feedback for Mel?

Student: I think one thing is having to look at me, I felt like she's really paying attention. You followed up really well. That's my own feedback.

Mel: I can't take notes because then I can't see what you are saying.

Professor: You don't have to worry about it. There it is.

Mel: [comments.]

Professor: Ah. Yeah.

Mel: [Comments]

Professor: That's alright to say "That was so interesting I want to get that down." Slow it down. Take your notes. It makes your interviewee feel so important. Yes. That's pretty alright to do that.

Student: I thought you did good job of asking her questions and did a nice transition when talking about what she did and not having a 9-5 job.

Professor: She, in a way, refused your question. You recovered well. Sometimes you run into difficult subjects. People can be really surly.

Student: I'm sorry

Professor: The hostile interviewee. It's not unheard of. I guess we could make one of those up too

Student: I wanted to say something about slowing it down. I have a friend from grade school and when I talk to her it's like a ping pong game. How do you negotiate that?

Professor: I suppose negotiation is the perfect word. You are the interviewer. It should be paced in a way that's negotiated between you and interviewee. If they are hyper and fast, note taking can slow them down. That's where the "That's so good I want to write it down" can come in. You can run the pacing of it. You could say "I really want to make sure I get all this. Can you slow down?"

Student: Oprah does that.

Professor: It doesn't have to go a mile a minute. Just ask them to slow down. Use your note taking to make it happen.

Student: I kept waiting when she said I don't have typical day. I kept waiting for "Well, what yesterday was like?"

Professor: That would have been an organic question.

Professor: Anyone else?

Student: When you gave the initial diagram you did it again because she didn't get it. It could have gone either way. You might have said it a different way. I think it's a negotiation. Do you ask the same question verbatim? Differently? It's a practice of when is this a fail?

Mel: [comments]

Student: Oh

Student: I think I understood what you were saying but I needed a second. When you asked the second time I had had time to think about it.

Professor: Well. Okay. Thank you. Go out and interview! Go forth and interview. I will see you next week.

[end class]